

U.S. Department of Education
2014 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [X] Title I [] Charter [X] Magnet [] Choice

Name of Principal Mrs. Maria Lee Johnson

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Beverlye Magnet School

(As it should appear in the official records)

School Mailing Address 1025 South Beverly Road

(If address is P.O. Box, also include street address.)

City Dothan State AL Zip Code+4 (9 digits total) 36301-4899

County Houston County State School Code Number* 0012

Telephone 334-794-1432 Fax 334-792-0886

Web site/URL http://beverlye.al.dcm.schoolinsites
.com/ E-mail majohnson@dothan.k12.al.us

Facebook Page Beverlye Magnet
Twitter Handle School PTO Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

(Principal's Signature) Date _____

Name of Superintendent*Mr. Tim Wilder E-mail: twilder@dothan.k12.al.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Dothan City Schools Tel. 334-793-1397

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Dr. Harry Wayne Parrish
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

The signatures on the first page of this application (cover page) certify that each of the statements below concerning the school’s eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2013-2014 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 11 Elementary schools (includes K-8)
 - 4 Middle/Junior high schools
 - 2 High schools
 - 0 K-12 schools
- 17 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- ☐ Urban or large central city
 - ☒ Suburban with characteristics typical of an urban area
 - ☐ Suburban
 - ☐ Small city or town in a rural area
 - ☐ Rural
3. 1 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	61	86	147
7	67	75	142
8	64	80	144
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	192	241	433

5. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
 - 1 % Asian
 - 40 % Black or African American
 - 3 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 54 % White
 - 1 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2012 - 2013 year: 6%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2012 until the end of the school year	6
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	22
(3) Total of all transferred students [sum of rows (1) and (2)]	28
(4) Total number of students in the school as of October 1	457
(5) Total transferred students in row (3) divided by total students in row (4)	0.061
(6) Amount in row (5) multiplied by 100	6

7. English Language Learners (ELL) in the school: 2 %
7 Total number ELL
 Number of non-English languages represented: 3
 Specify non-English languages: Spanish, Vietnamese, Hungarian
8. Students eligible for free/reduced-priced meals: 46 %
 Total number students who qualify: 200

If this method is not an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

9. Students receiving special education services: $\frac{1}{3}$ %
3 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

1 Autism	0 Orthopedic Impairment
0 Deafness	2 Other Health Impaired
0 Deaf-Blindness	0 Specific Learning Disability
0 Emotional Disturbance	0 Speech or Language Impairment
0 Hearing Impairment	0 Traumatic Brain Injury
0 Mental Retardation	0 Visual Impairment Including Blindness
0 Multiple Disabilities	0 Developmentally Delayed

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	2
Classroom teachers	17
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	7
Paraprofessionals	3
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 25:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	96%	96%	92%	0%	0%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2013

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No X

If yes, select the year in which your school received the award.

PART III – SUMMARY

Each day, just after the first bell rings, the President of Beverlye's Student Government Association leads the school in a moment of silence, the Pledge of Allegiance, and the reciting of our motto: "At Beverlye Magnet, we lead, we do not follow." The overriding theme of "Leadership Through Service" embodies what we hope our students come to understand as their mission in their home, school, and community. Our mission statement sums up all we desire for students. Our mission is to develop young men and women with active and creative minds, a sense of understanding and compassion for others, and the courage to act on their beliefs.

A change in Dothan City School's configuration in 2009, changed the demographics and name of Beverlye Middle School to Beverlye Magnet School. Prior to this change, Beverlye served approximately 500 students, 83% economically disadvantaged and 20% special needs students. Historically, Beverlye's philosophy has been one of doing whatever it takes to support student achievement. To address challenges, Beverlye became known for its innovative approaches to educating all students. Beverlye earned many "firsts" in our district. For example, we were first to employ a reading coach, use a modified block schedule, become an Alabama Reading Initiative Middle School (ARI), a Making Middle Grades Work site through Southern Regional Education Board (SREB), create multiple computer labs, and the first middle school in the state to participate in Gateway to Technology. As a result of Beverlye's innovativeness, many of Beverlye's "firsts" have been implemented in schools across the district, which has contributed to increased student achievement.

Currently, we serve approximately 433 students, 46% economically disadvantaged. The criteria for placement in the magnet school are as follows:

Grades-Students must have at least a C average in each core subject: reading, math, science, social studies, and English.

Conduct-During the current school year, the student may have no more than three Class II offenses and no Class III offenses as defined in the Dothan city Schools' Code of Conduct.

Stanford Achievement Test (SAT-10) Scores-A minimum stanine score of 4 in Total Reading and a 4 in Total Math--used from 2009-2012.

Alabama Reading and Math Test + (ARMT+) - A minimum of 3 (Proficient) in both Reading and Math--used in 2013-14 when SAT-10 testing was discontinued. An alternate test was given to students who did not have scores from a nationally recognized norm-referenced test.

Since becoming a magnet school, new programs have been added: choral music, theater, Algebra I and Spanish are offered in eighth grade for high school credit, and Spanish is offered in sixth and seventh grades as a survey course. This is our fourth year of performing a spring musical which has become a district and community tradition. With a cast of nearly 100 students, seven shows were presented to nearly 2,400 guests. Beverlye also has a Student Advisory Program. Groups of fifteen to twenty students meet with their assigned advisor every two weeks to help build relationships, review bi-weekly grades and standardized data, and participate in goal setting activities. Beverlye's band program is 132 students strong and regularly places top in our district, state, and Southeast Regional competitions. Beverlye has consistently taken the lead in district and state competitions in Science Olympiad, Math Olympiad, Boosting Engineering, Science, and Technology (B.E.S.T.) and Scripps Spelling Bee. In addition, we have been recognized for the Silver Award for Excellence in Algebra I from SREB for two years in a row.

Our "never give up approach" to serving our students keeps us on the cutting edge. We are currently piloting an online computer program, developed by our teachers, in collaboration with a programmer, to house Response to Instruction (RtI) data. This program allows us to more efficiently serve our struggling students. To further support struggling students, Beverlye introduced Success on Saturday (S.O.S.). Students may

sign-up online for one hour slots on Saturday. They work with a teacher in a small group (5-7 students) setting for more intensive, targeted instruction. As many as three teachers work on Saturday mornings, servicing as many as 60 students. This format has received great reviews from students and parents.

Beverlye Reaches Out...Transitioning to middle school can be a stressful time for parents and students. Summer Bridge is a tradition at Beverlye that allows incoming sixth grade students to spend two weeks during the summer acclimating to their new school.

In addition to regularly scheduled PTO meetings, parents are invited to meet with administration and teachers for Round Table Discussions. From these discussions, improvements are made and questions are answered which strengthen home/school connections. Parents stay abreast of grades through Parent Portal. Regular communication through Notify Me and the school website allows parents to stay informed of school events. In addition, every Thursday is designated as Parent Conference Day.

Beverlye works collaboratively with our local university. Student teachers frequently observe in our school. Beverlye also hosts teams of teachers and administrators from district schools, outside districts, and other states who wish to visit and learn more about our instructional practices. Currently, we are part of Alabama's Best Practices Network which provides an opportunity to collaborate with outstanding educators from across the state.

Beverlye is worthy of Blue Ribbon School status because through many changes and challenges our commitment to all children stands firm. While we have experienced much success, we are continually looking for more effective ways to reach all students.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

a) Alabama public middle school students have been required to take the Alabama Reading and Math Test Plus (ARMT+) since 2011-12. Prior to that, the test was called ARMT. Both tests included reading, language, and math. Results of the ARMT+ are reported in four levels. Level 4: Advanced, Level 3: Proficient, Level 2: Partially Proficient, Level 1: Non-Proficient. Because we are a Magnet School, we focus on increases in Level 4. The ARMT+ is also reported in scaled scores. Although the ARMT+ did not include a growth model, we designed a spreadsheet to calculate growth from year to year using scaled scores. Seventh grade also takes a Science test that is part of state testing. Eighth grade students complete a Quality Core, End of Course test in Algebra I.

This year will be Alabama's first year to administer the ACT Aspire. Like the ARMT+, it will measure reading, language, writing, science, and math. Alabama's science assessment will also be administered in seventh grade. Scores will be reported in proficiency levels and will include a growth report. The report will also allow for comparisons to previous ARMT+ scores.

b) Over the past five years, Beverlye has shown steady growth on state assessments in both reading and math. Although we were not a Magnet School in 2008-2009, differences between sub-groups were less than 10% except for seventh grade math which was 11%. Over the past four years as a Magnet School, we have also shown steady growth in Level Four/Advanced. The only exceptions were found 2011-2012 in grades seventh and eighth in math and reading. In Level 4, seventh grade reading dropped from 80% to 75%, eighth grade reading dropped 66% to 60%, seventh grade math dropped 73% to 62%, and eighth grade math dropped from 65% to 49%. This specific school year brought many changes in staffing mid-year. Teachers in both reading and math moved to positions outside our school which offered professional advancement. Long term substitutes were used until positions could be filled. These positions were filled with teachers with less experience, and who were unfamiliar with our framework. In addition, due to reduction in teacher units, one eighth grade teacher taught all, 135, Algebra I students. Although they were not mandatory, 2011-12 was the first year we used Alabama's College and Career Ready Standards (CCRS) in math. We feel strongly that the change in content standards created a temporary setback in scores. However, we are confident that we will continue to show gains as we did last year because of ongoing professional development in CCRS.

Last year we saw our highest gains across grade levels in reading and math, except for sixth grade reading scores. Overall proficiency dropped from 100% to 98%, which is still considered high achievement. In both reading and math poverty sub-groups, our proficiency level was at least 95%. Among African American students our proficiency level was at least 95% across grade levels. We are proud of our accomplishments with these sub-groups.

We attribute our success across grade levels to close monitoring of students through weekly meetings, Response to Instruction lab time and documentation, before and after school tutoring, Success on Saturday, teacher made video tutorials, close alignment of lesson plans with standards, and communication with parents.

In addition, instructional practices such as Literacy Design Collaborative, Math Design Collaborative, and Project Based Learning have increased student engagement and rigor in our classrooms. Ongoing professional development is vital to helping us address the new standards and incorporate technology in meaningful instruction. Specifically, the amount of writing across content areas has significantly increased due to Literacy Design Collaborative training.

2. Using Assessment Results:

The focus at Beverlye is on using longitudinal data on each student to determine if he is making progress from year to year. Because our state has not provided a growth model, we designed our own database.

When scores arrive in July, scaled scores are entered into the spreadsheet and a formula is used to calculate growth. This spreadsheet may also be sorted by teacher. We begin the school year by analyzing and sharing this data to identify students who did not show sufficient growth on the state assessment. We also identify students who placed in the Advanced category. These students will need enrichment throughout the year.

During the first week of school, data are shared with teachers. Discussions of strengths and weaknesses of students and instruction take place. Considerations for instructional changes are made as vertical team meetings and grade level meetings analyze data.

Within the first month of school, students complete an online screening assessment (Classworks) in language and math. Based on results, Individualized Learning Paths (ILP) are created. Individualized Learning Paths will guide the student through online tutorials that are used at home and at school to close gaps in skills. Benchmark assessments are given three times per year and progress is monitored. Eighth grade students also complete the EXPLORE assessment which is a combined interest inventory and achievement test. Results are shared with students and parents and assist teachers in planning instruction.

For several years, Beverlye has hosted a Parent Data Day in September. Parents are scheduled for one-on-one sessions with the Instructional Coach, Counselor, or administrators. Each session usually takes around 15 minutes. A chart of the Bell Curve, with a variety of scores ranging from stanines to standard scores to percentiles, is used to help visualize comparisons in scores. Parents have expressed that this method of sharing scores is very effective in setting goals.

Once the school year has begun, weekly grade level meetings are used to examine lesson plans, assessments, and track grades. Struggling students are discussed and plans are made to intervene based on their needs. Student data are tracked in an online program. This program was developed by our teachers and administration in collaboration with a programmer. Information on attendance and behavior are housed in this program to provide a comprehensive overview of the student. We follow Tier I, II, and III plans as outlined by Response to Instruction.

Our focus this year has been on classroom instruction and assessments. Teachers are participating in a book study, *Learning and Grading*, by Susan Brookhart. Students are given rubrics and examples of exemplary work. Grades are based solely on mastery of content with careful attention to grading practices. The use of formative practice, with feedback, is used frequently before summative assessments are given.

A Problem Solving Team comprised of teachers, administrators, and the counselor, reviews data twice every nine weeks. Changes are made to Tier II and III placements as needed. Students and parents may monitor progress through Parent Portal, an online gradebook.

3. Sharing Lessons Learned:

Beverlye is involved in sharing lessons learned on many fronts. At the school level, teachers participate in Teachers Visiting Teachers each quarter, Tech Tuesday (within the school and district), grade level meetings, vertical team meetings, and turn around training. Teachers exchange ideas for instruction, technology, and classroom management. Beverlye's principal and Instructional Coach have provided school and district "New Hire Training" based on Alabama Reading Initiative's framework during the summer. These sessions focus on strategic teaching and classroom management.

At the district level, we host classroom walk-throughs for elementary teachers and administrators, provide professional development to elementary schools on Literacy Design Collaborative, Project Based Learning, and Formative Assessment Lessons, in math. This year, our Instructional Coach is training district schools to use an online computer program developed by our teachers to house Response to Instruction data. This program is now being piloted by four schools in our district. Our Instructional Coach attends quarterly, state level training sessions on Alabama's College and Career Ready Standards. She provides turn around training to our faculty and district schools.

Beverlye partners with the local university's Teacher Education Program (Troy Dothan Campus). University students visit Beverlye to complete observation hours and internships. Recently, two teachers from Beverlye presented a session on, "Lessons Learned as a New Teacher" to a group of Troy students. The Principal also presented "Interviewing Tips."

Beverlye was selected to participate in Alabama Best Practices Key Leaders Network. Administrators, the Instructional Coach, and selected teachers attend quarterly professional development sessions. These sessions provide an opportunity to share successes and challenges with districts across our region.

For the past two years, Beverlye teachers and administrators have made presentations at the SREB national conference. The current Principal (former Reading Coach), presented a session, "The Reading Zone," to share how to create the love of reading in middle school students. This presentation was based on a series of lessons developed and shared within the school. Data were given to support the success of this approach. A team of seventh grade teachers presented a session on Project Based Learning to share two projects they completed--"Just Move" and "Elections 2012." The principal and a group of teachers from various departments and grade levels shared our journey as we began Project Based Learning. The session was entitled, "The Good, the Bad, and the Ugly," and was presented in collaboration with the SREB Project Based Learning Coach.

4. Engaging Families and Community:

Part of the mission at Beverlye is to create a sense of community within our school and a connectedness to our community. Within the past two years, our choral music department completed two Project Based Learning (PBL) opportunities for students. The Veteran's Day Program included many veterans from our community as guest speakers. They were also recognized during a choral music show as part of a culminating event. Students raised money for the Wounded Warrior Project. Another PBL opportunity, Fiesta, involved students learning songs in Spanish and fundraising for Mama Tina's Soup Kitchen. The culminating activity was held downtown in an outdoor setting near The Museum of Art. Soup and snacks were served to the public, games were available for children, and a choral music concert ended the evening.

For the fourth year, our Theatre department presented a spring musical. This year they presented seven shows to nearly 2,400 people. Beverlye's play has become a district and community tradition.

Beverlye has an active Parent Teacher Organization (PTO). Our PTO maintains a Facebook page that keeps parents and the community abreast of what is happening at Beverlye. They meet, fundraise, and provide teacher snacks and family events. This year, they hosted a Family Movie Night. This free event was well attended and provided yet another opportunity to create a sense of community within our school. Our neighboring elementary school students and parents were also invited to attend.

For the past two years, Beverlye has participated in Career Expo. This event is district wide for all eighth grade students and is organized by The Alabama Extension Service. Students create project boards on a career and prepare for an interview. Community members serve as judges at the school level. In February, area businesses set up displays at the Civic Center and all eighth grade students attended and spoke with local business leaders. Finalists were recognized and awarded cash prizes.

For the past three years, our district has organized an Education Summit held at the local mall. All schools in the district are given a space and time on stage to showcase their school. Administrators are invited to Center Court Conversations where the public can meet and greet local school officials.

Beverlye's Parent Round Table quarterly meetings are informative question/answer sessions between parents and administrators. These sessions have proven invaluable as the school gains information on how to better serve students and parents. This year, as a result of suggestions from these sessions, additional meetings were held to help transition our eighth grade students to high school. We also added additional open house/tours for our incoming new students.

Perhaps, one of the most worthwhile events at Beverlye is our Parent Data Days. Administrators, the Counselor, or the Instructional Coach meet with parents one-on-one to review their child's scores. This event usually takes places in September and is used to help parents and students set goals. Parents respond favorably to this format as score reports can be complicated.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

For the past three years, we have been transitioning to Alabama's College and Career Ready Standards which include Common Core Standards combined with additional Alabama standards. We are working within a framework provided through Southern Regional Education Board's (SREB) professional development to make this transition. This framework includes Literacy Design Collaborative (LDC), Math Design Collaborative (MDC), and Project Based Learning (PBL). Unlike commercial curriculum programs, which use prescribed lessons and materials, this framework allows teachers to design and differentiate their own lessons using self-selected materials. Teachers design lessons using backwards mapping, rubrics, and a culminating writing task/assessment for language arts, science, and social studies units. In math, the focus is on formative assessments and application. Teachers use PBL to teach across contents and provide authentic learning outcomes for students. One goal of PBL is to provide students with voice and choice. An emphasis on writing across the curriculum and formative assessments has resulted in gains in student achievement. In addition, we use technology as a tool to assist students in creating and sharing work to demonstrate learning.

Mathematics curriculum includes Ratios and Proportional Relationships, the Number System, Expressions and Equations, Geometry, Statistics and Probability, Functions, Quantities, Polynomials and Rational Expressions, and Linear and Exponential Models. All domains are taught in conjunction with the eight mathematical practices found in Alabama's College and Career Ready Standards.

Language Arts curriculum includes skills in five critical areas: Speaking, Listening, Writing, Reading, and Language. The language arts curriculum supports reading a minimum of 25 books per year for each student across genres.

Science curriculum includes Earth and Space Science, Life Science, and Physical Science. In addition, science includes literacy standards to include reading and writing.

Social Studies curriculum includes United States Studies 1877 to Present, Citizenship and Economics, Geography, and World History to 1500. In addition, social studies includes literacy standards to include reading and writing.

Physical Education includes both physical and written components and is required in grades sixth through eighth. Students complete written exams to demonstrate mastery of standards. Physical Education teachers have participated in PBL experiences across the curriculum--theater, seventh grade math and science.

Students may choose from several elective courses. Band is a year-long course. Students enter several competitions throughout the year and consistently earn top awards. One project completed in band allowed students to compose an original piece of music; then, perform that piece in front of peers. Choral Music is also a year-long course. With a collective group of nearly 140 students across grades, PBL is a preferred way of teaching. At least one project per semester creates ongoing enthusiasm among students, parents, and the community. Students may also choose from Spanish, Theater, Tech Steps (project based modules using the Microsoft Suite), and Gateway to Technology. Gateway to Technology, our pre-engineering elective, introduces Robotics in sixth grade, Physics in seventh grade, and Flight and Space in eighth grade. Spanish and Business Technology Application, for high school credit, are offered in the eighth grade. Our elective selections are designed to promote college and career readiness standards and also support electives at our high school and Dothan Technology Center.

Classes are 83 minutes long. Students attend language arts and math daily. Social studies and science follow flexible scheduling based on projects and instruction. Grade levels have the option of changing their schedules to accommodate PBL activities. Recently, the eighth grade shortened classes and created a PBL period at the end of the day to work across content areas on our Black History presentation.

2. Reading/English:

The school's Language Arts curriculum is set by the Alabama College and Career Ready Standards. These standards include Common Core combined with additional Alabama Standards. The emphasis in all subjects is on writing. Writing assessments present a clear picture of student mastery. If they write about what they are learning, they own it. Language Arts teachers lead the instruction and support writing in other content areas. Instruction is primarily organized in units or writing tasks. Writing tasks are essential questions and are part of the summative assessment. Teachers "backwards map" a unit or module based on this essential question. Mini-lessons are taught and formative assessments are given throughout the module. Lessons include a wide variety of texts--fiction, non-fiction, poetry, and primary and secondary sources. Vocabulary instruction includes Latin suffixes and prefixes. Short mini-lessons on grammar and vocabulary are delivered with most of the emphasis embedded in writing assignments. This model of teaching is based on training provided by Southern Regional Education Board (SREB) in Literacy Design Collaborative (LDC). We are in year four of this training. This framework was adopted in response to the need for clear direction in meeting our new standards.

Most often, the writing task is tied to a project based learning culminating event. Lessons are differentiated based on student preferences as they are given voice and choice in demonstrating their learning. However, all students are required to complete the writing task. Students are given a rubric for the writing task and taught how to use it to improve their writing.

Students are given fifteen to twenty minutes in Language Arts to read each day (S.T.A.R: Stop Talking and Read Something). They are taught how to create book reviews and share with their peers.

Student achievement is monitored weekly and small group/one-on-one instruction is provided as needed through tutorials, Response to Instruction lab, and/or Success on Saturday. Ongoing professional development is provided through weekly grade level meetings and quarterly meetings with the SREB coach on using the LDC framework. Emphasis is placed on curriculum alignment between content areas, creating writing tasks, constructing modules, and using rubrics. We attribute the significant growth in achievement to increased writing across the curriculum.

Technology is a primary resource in delivering instruction and assessment. Students use this medium to demonstrate their learning. Examples include the use of blogs, online writing feedback given by peers and teachers, and flipped classrooms. Students also use technology to create final products such as movies, book trailers, essays, and brochures.

3. Mathematics:

The school's math curriculum is set by the Alabama College and Career Ready Standards. These standards include Common Core with additional Alabama Standards. Our goal is to prepare students for higher levels of math. Eighth grade students take Algebra I and may receive high school credit if mastery is demonstrated on the End of Course test, a final grade of B, and a teacher recommendation. Seventh grade students are currently being taught a compacted curriculum, which includes seventh and eighth grade standards to better prepare them for eighth grade Algebra I.

Teachers use formative and summative assessments to track student progress. Commercial programs such as Classworks and The Odyssey Learning are used to create individual learning paths for students based on weaknesses and provide enrichment. Students may access this work online from school or home.

Teachers have been trained to use Formative Assessment Lessons (FAL) as part of MDC through professional development with SREB. Teachers use a FAL mid-unit to assess students' ability to apply the skills they have been taught. This activity is applications based and requires students to work collaboratively to solve "real world" problems. A pre-test is given before presenting the FAL and students are grouped accordingly. Students present their solutions to the class as the teacher observes and analyzes errors. This activity is not graded but used to develop instruction and close gaps in learning.

Flipped classrooms, an innovative way to teach skills, are used regularly. Teachers make videos and post them to their web pages to assist students in learning and reviewing skills. After viewing the instructional lesson, students practice during class with the teacher observing/guiding their work. Students who do not have access to internet at home are given time during the day, before and after school, to view videos.

Students who fall behind receive additional help from teachers and the RtI lab. Tutoring is available before and after school and on selected Saturdays. Frequent formative assessments have proven to increase summative scores. Students have gained a better understanding of the need for practice and perseverance in math.

4. Additional Curriculum Area:

Our mission statement at Beverlye Magnet: Our mission is to develop young men and women with active and creative minds, a sense of understanding and compassion for others, and the courage to act on their beliefs.

Beverlye's electives and physical education classes are committed to providing opportunities for students to accomplish this mission. These classes promote working toward a common goal, embracing diversity, and reaching out to the community. Beverlye increases the number of project based learning opportunities each year. Our electives and P.E. classes are front and center in this effort.

The Choral program joined our Theater program in presenting High School Musical, Jr. this spring. This is our fourth spring musical that was presented to nearly 2,400 people during seven performances. This six week project required much in the way of collaboration and commitment. Students, parents, and community were engaged in the staging, props, music, costumes, and rehearsals.

Our Choral program has presented multiple project based learning opportunities for students. Each project is tied to a deeper understanding of how we are connected to one another. The Veterans Day Project culminated in a concert recognizing those in our community who served in the armed forces. Students learned the music and history for each branch of service. In addition, money was raised for the Wounded Warrior Project. Another Choral project culminated in a community event at the Wiregrass Museum of Art. This was an outside event which included games, soup sales, art, and a concert in Spanish. A local soup kitchen was the recipient of the money raised.

Physical Education classes joined with technology electives and seventh grade to produce a standards based Health and Fitness project based learning experience called "Just Move." Students worked to improve their state fitness scores through a series of lessons in science on body systems. They set goals and charted their goals with the help of math teachers. Students studied nutrition and national health statistics through social studies/geography and language arts classes. Teachers and administrators exercised with students each week in teams. Led by teachers, teams competed to see who met or exceeded their goals. Students made connections in content areas and application of skills, and learned to appreciate strengths and weaknesses of their peers and work as a team.

Often, electives and Physical Education are viewed as "fluff" or "easy" classes. At Beverlye, we view them as an integral part of the learning process.

5. Instructional Methods:

We have been an Alabama Reading Initiative middle school for eight years. Our focus has been on developing the strategic teaching instructional model. Each lesson is planned with the end in mind. The end is the course of study objective and assessment used to measure mastery. Rubrics are used for writing assignments and projects. Students are trained to analyze them and understand grading expectations.

Teachers have an inventory of strategies and have been trained on how to match strategies to the purpose of the lesson. Students are taught the protocol for specific strategies so they understand expectations before

being asked to use them independently. They are specifically taught how to work in groups or partners. Literature circles are used extensively in language arts classes. Socratic discussions are used and students learn to listen and exchange ideas openly with respect for others' opinions. Q-Charts are used to teach students levels of questioning and how to identify higher order thinking skills in their work. Several days at the beginning of the school year are used to review and/or train incoming new students on the most commonly used strategies. Strategies are used across content areas; therefore, they become automatic early in the school year.

Technology is becoming increasingly integrated in instruction. We have seven computer labs and three laptop carts which are in high demand by all content teachers. Recently, a lesson using Socratic discussion incorporated laptops. An inner circle of students discussed the selected text while the outer circle listened intently, took notes and blogged about the discussion using laptops. When they traded places, students participated in a rich discussion incorporating various opinions on the text. Teachers regularly attend Tech Tuesday professional development sessions to learn new ways of integrating technology into instruction. Our goal is to use technology for more than a research tool. Students create movies, brochures, documentaries, and lessons to demonstrate learning.

Instruction and grading is the focus of our school-wide professional development this year. Teachers and administrators are participating in a book study, *Grading and Learning*, by Susan Brookhart. Formative and summative assessments are used to track student progress, plan instruction, and provide additional support to struggling students. Teachers meet with grade levels, departments, and feeder schools, both elementary and high school, to improve vertical planning.

Weekly discussions on instruction and grading are helping teachers and administrators improve weak areas and build on strengths, which in turn, contribute to our high level of student achievement.

6. Professional Development:

Beverlye was the first middle school in the district to become part of an intensive school-wide professional development model. We applied for and became one of fourteen schools in Alabama to pilot Alabama Reading Initiative-Project Adolescent Literacy (ARI-PAL). This initiative provided ongoing, job embedded professional development to implement strategic teaching across all content areas. Using a gradual release approach, ARI-PAL sent a Regional Literacy Coach in once a week to provide training and feedback. Then they moved to monthly visits and now provide support as needed. Often Beverlye hosts groups of teachers and administrators from other districts and states to share what we are doing to promote literacy across the curriculum. In addition, in 2005, we invited Southern Regional Education Board (SREB) to conduct an extensive evaluation on our school. The results, both good and bad, led school leadership to develop a plan of action for school improvement. Both ARI-PAL and SREB worked together to provide a complete framework for school improvement. Following Beverlye's lead, ARI-PAL and SREB are now district-wide.

Transition to Alabama College and Career Ready Standards required additional professional development. Alabama State Department of Education and SREB have provided ongoing professional development for our district. Regional coaches make regular visits to assist with training and feedback. Their focus is on planning and creating assessments that address the new CCRS in a systematic, rigorous way. Increased achievement scores in reading and math validate the use of these teaching methods.

Areas of challenge are in grading and embedding technology in instruction. We use a variety of rubrics to assign grades to writing assessments and projects. This year, we are focusing on how and when to assign grades to formative assessments. All content teachers are engaged in a book study on, *Grading and Learning*, by Susan Brookhart. As a result of this book study and a teacher designed rubric, we have added feedback to our report cards in the areas of Responsibility, Resourcefulness, and Respect. The three Rs are now categories on our report card. This outlet gives us the ability to differentiate between mastery of skills and behavioral concerns in grading. For example, late work is reflected in the area of Responsibility rather than taking points from an assessment.

Another area of professional development is in using technology. Our goal this year is to use technology to allow students to create products that demonstrate their learning. Selected teachers attend district level professional development every week on Tech Tuesdays. Tech Tuesdays was initiated at Beverlye last year at the school level. In addition, teachers participate in building level technology share times: Take One, Share One.

7. School Leadership

The principal has high expectations and leads the school in ongoing reflection and goal setting. The principal's philosophy is one of team building and shared ownership of a school-wide vision. The principal often states, "It is not my goal to grow compliant teachers; instead, I want to grow teachers professionally who understand why they do what they do." Having served as Reading Coach for eight and a half years, the principal places an emphasis on classroom instruction, assessments, and ongoing professional development.

The school has a structured leadership framework. The principal is supported by one assistant principal, one instructional coach, and one school counselor. The assistant principal participates in walk-throughs, manages discipline, and athletics. The instructional coach oversees data, technology, instruction, and assists in other areas as needed. The counselor oversees testing, advisory, attendance, student plans, and coordinates support efforts for parents and students. This core group leads three focus teams. Focus teams are determined each year based on surveys and target areas of need. This year's focus teams are Advisory/Mentoring, Curriculum, Procedures/Climate. Teachers sign up for focus teams based on their expertise and/or interest. Focus teams review data, create plans, reflect, and monitor feedback throughout the year. Information and data taken from focus team work assist in developing the Continuous Improvement Plan.

Decisions and changes made through focus teams include Success on Saturday, the creation of a web-based Response to Instruction data collection program, a flexible schedule for Project Based Learning, Advisory, the use of feedback for Responsibility, Resourcefulness, and Respect on the report card, and the creation of a new mission statement.

Weekly grade level meetings are held with one or more members of the core leadership team. The principal also hosts parent roundtable discussions. This year, these discussions led to additional open house opportunities for incoming students and students moving to the high school. The principal supports open discussions with all stakeholders. Positive and negative feedback are used to improve school structures, procedures, and practices. School teams focus on "problem finding" with an emphasis on being proactive.

Communication is critical to building morale and keeping things running smoothly. The principal sends out weekly emails to summarize the week's activities for all faculty and staff. Weekly calendars are given to custodial staff so they are informed of special events and visitors. Each nine weeks, the principal delivers a "State of the School Address" where a summary is given to the faculty on accomplishments and ongoing challenges.

PART VII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math

All Students Tested/Grade: 6

Publisher: Data Recognition Corporation

Test: Alabama Reading and Math Test Plus

Edition/Publication Year: 2008

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	Apr	Apr	Mar	Mar
SCHOOL SCORES*					
% Proficient plus % Advanced	97	94	98	94	67
% Advanced	51	64	64	60	21
Number of students tested	181	162	165	155	189
Percent of total students tested	100	99	99	100	99
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	95	91	96	91	59
% Advanced	44	55	54	50	14
Number of students tested	105	82	76	88	137
2. Students receiving Special Education					
% Proficient plus % Advanced					31
% Advanced					4
Number of students tested					72
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced	95	87	98	90	60
% Advanced	42	47	60	40	11
Number of students tested	91	70	55	72	82
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or					

Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	99	100	98	98	80
% Advanced	64	78	70	76	44
Number of students tested	84	84	99	79	58
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: Alabama data is reported with three separate categories-free lunch, reduced lunch, poverty. The poverty sub-group data was used to report in the Free/Reduced-Price Meals/Socio-economic Disadvantaged Students sub-group reporting area.

The Alabama Reading and Math Test was published new each year although that information cannot be indicated in the menu box. The ARMT testing replaced the Stanford Achievement Test, Edition 10, beginning in 2006-2007. ARMT+ was administered beginning in the spring of the 2011-2012 school year.

STATE CRITERION--REFERENCED TESTS

Subject: Math

All Students Tested/Grade: 7

Publisher: Data Recognition Corporation

Test: Alabama Reading and Math Test Plus

Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	Apr	Apr	Mar	Mar
SCHOOL SCORES*					
% Proficient plus % Advanced	100	95	97	96	57
% Advanced	80	63	73	62	20
Number of students tested	153	171	141	163	166
Percent of total students tested	100	99	99	99	98
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	100	90	96	97	49
% Advanced	75	52	69	55	15
Number of students tested	85	83	80	68	121
2. Students receiving Special Education					
% Proficient plus % Advanced					15
% Advanced					0
Number of students tested					20
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced	100	89	97	96	46
% Advanced	68	50	64	54	12
Number of students tested	69	62	66	54	105
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	100	98	97	96	74
% Advanced	90	74	80	66	35
Number of students tested	77	98	71	106	55
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: Alabama data is reported with three separate categories-free lunch, reduced lunch, poverty. The poverty sub-group data was used to report in the Free/Reduced-Price Meals/Socio-economic Disadvantaged Students sub-group reporting area.

The Alabama Reading and Math Test was published new each year although that information cannot be indicated in the menu box. The ARMT testing replaced the Stanford Achievement Test, Edition 10, beginning in 2006-2007. ARMT+ was administered beginning in the spring of the 2011-2012 school year.

STATE CRITERION--REFERENCED TESTS

Subject: Math

All Students Tested/Grade: 8

Publisher: Data Recognition Corporation

Test: Alabama Reading and Math Test Plus

Edition/Publication Year: 2008

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	Apr	Apr	Mar	Mar
SCHOOL SCORES*					
% Proficient plus % Advanced	99	96	98	97	62
% Advanced	72	49	65	53	13
Number of students tested	149	135	167	126	158
Percent of total students tested	100	99	100	99	96
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	99	95	99	96	61
% Advanced	66	39	63	46	13
Number of students tested	79	82	75	56	123
2. Students receiving Special Education					
% Proficient plus % Advanced					13
% Advanced					0
Number of students tested					23
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced	98	96	98	93	60
% Advanced	62	36	62	37	9
Number of students tested	55	69	58	42	110
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	100	97	97	99	68
% Advanced	79	61	67	61	23
Number of students tested	84	63	105	77	43
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: Alabama data is reported with three separate categories-free lunch, reduced lunch, poverty. The poverty sub-group data was used to report in the Free/Reduced-Price Meals/Socio-economic Disadvantaged Students sub-group reporting area.

The Alabama Reading and Math Test was published new each year although that information cannot be indicated in the menu box. The ARMT testing replaced the Stanford Achievement Test, Edition 10, beginning in 2006-2007. ARMT+ was administered beginning in the spring of the 2011-2012 school year.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 6
Publisher: Data Recognition Corporation

Test: Alabama Reading and Math Test Plus
Edition/Publication Year: 2008

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	Apr	Apr	Mar	Mar
SCHOOL SCORES*					
% Proficient plus % Advanced	98	100	99	95	80
% Advanced	91	91	88	75	49
Number of students tested	181	166	167	155	189
Percent of total students tested	100	100	99	100	99
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	98	100	99	92	76
% Advanced	88	86	82	70	40
Number of students tested	105	83	78	88	137
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced	98	100	100	92	77
% Advanced	88	87	83	67	41
Number of students tested	91	70	57	72	82
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	99	100	100	99	86
% Advanced	94	94	95	84	66
Number of students tested	84	88	99	79	58
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: Alabama data is reported with three separate categories-free lunch, reduced lunch, poverty. The poverty sub-group data was used to report in the Free/Reduced-Price Meals/Socio-economic Disadvantaged Students sub-group reporting area.

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STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 7
Publisher: Data Recognition Corporation

Test: Alabama Reading and Math Test Plus
Edition/Publication Year: 2008

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	Apr	Apr	Mar	Mar
SCHOOL SCORES*					
% Proficient plus % Advanced	100	98	98	98	76
% Advanced	88	75	80	76	36
Number of students tested	153	172	141	163	168
Percent of total students tested	100	99	99	100	98
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	100	96	96	97	70
% Advanced	84	65	75	74	31
Number of students tested	85	83	80	70	124
2. Students receiving Special Education					
% Proficient plus % Advanced					30
% Advanced					10
Number of students tested					20
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced	100	95	96	98	67
% Advanced	83	69	73	67	23
Number of students tested	69	62	66	54	107
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	100	99	100	97	91
% Advanced	95	78	86	79	56
Number of students tested	77	98	71	106	55
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: Alabama data is reported with three separate categories-free lunch, reduced lunch, poverty. The poverty sub-group data was used to report in the Free/Reduced-Price Meals/Socio-economic Disadvantaged Students sub-group reporting area.

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STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 8
Publisher: Data Recognition Corporation

Test: Alabama Reading and Math Test Plus
Edition/Publication Year: 2008

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	Apr	Apr	Mar	Mar
SCHOOL SCORES*					
% Proficient plus % Advanced	99	93	95	94	61
% Advanced	70	60	66	58	21
Number of students tested	149	135	167	126	154
Percent of total students tested	100	99	100	99	95
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	97	90	96	89	57
% Advanced	66	50	61	51	19
Number of students tested	79	82	75	56	119
2. Students receiving Special Education					
% Proficient plus % Advanced					13
% Advanced					0
Number of students tested					23
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced	96	91	95	91	58
% Advanced	65	52	55	44	15
Number of students tested	55	69	58	42	107
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	100	95	95	95	73
% Advanced	74	70	71	64	32
Number of students tested	84	63	105	77	43
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: Alabama data is reported with three separate categories-free lunch, reduced lunch, poverty. The poverty sub-group data was used to report in the Free/Reduced-Price Meals/Socio-economic Disadvantaged Students sub-group reporting area.

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